**FIFTH GRADE ENVISION MATH CURRICULUM MAP**

**CANYONS SCHOOL DISTRICT**

**2010 – 2011**

There are many ways to organize curricula.

The challenge, now rarely met, is to avoid those that distort mathematics and turn off students. — Steen, 2007

William Schmidt and Richard Houang (2002) have said that content standards and curricula are coherent if they are:

articulated over time as a sequence of topics and performances that are logical and reflect, where appropriate, the sequential or hierarchical nature of the disciplinary content from which the subject matter derives. That is, what and how students are taught should reflect not only the topics that fall within a certain academic discipline, but also the **key ideas** that determine how knowledge is organized and generated within that discipline. This implies that to be coherent, a set of content standards must evolve from particulars (e.g., the meaning and operations of whole numbers, including simple math facts and routine computational procedures associated with whole numbers and fractions) to deeper structures inherent in the discipline. These deeper structures then serve as a means for connecting the particulars (such as an understanding of the rational number system and its properties).

For over a decade, research studies of mathematics education in high-performing countries have pointed to the conclusion that the mathematics curriculum in the United States must become substantially more focused and coherent in order to improve mathematics achievement in this country. To deliver on the promise of common standards, the standards must address the problem of a curriculum that is “a mile wide and an inch deep.” These Standards are a substantial answer to that challenge.

It is important to recognize that “fewer standards” are no substitute for focused standards. Achieving “fewer standards” would be easy to do by resorting to broad, general statements. Instead, these Standards aim for *clarity and specificity*.

**AUGUST (6 days)**

Fact Fluency Practice/Review (5 days), No Common Formative Assessment/CFA & Differentiation (0)

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| COMMON CORE STANDARD | ENVISION LESSON | SUGG.  NUMBER OF DAYS | NOTES |
|  |  | 1 | * Establish daily routine |
|  |  | 5 | * **Establish fact fluency practice/routines**    + Illuminations Applet - Deep Sea Duel (addition practice) <http://illuminations.nctm.org/ActivityDetail.aspx?ID=207>   + Illuminations Applet - Electronic Abacus (addition practice) <http://illuminations.nctm.org/ActivityDetail.aspx?ID=8>   + Illuminations Lesson - Multiplication: It's In The Cards <http://illuminations.nctm.org/LessonDetail.aspx?ID=L329>   + Illuminations Lesson - Six and Seven as Factors <http://illuminations.nctm.org/LessonDetail.aspx?id=U150>   + Illuminations Lesson - The Product Game <http://illuminations.nctm.org/LessonDetail.aspx?id=U100>   + Illuminations Applet - The Factor Game (relationship of multiplication and division) <http://illuminations.nctm.org/ActivityDetail.aspx?ID=12>   + Illuminations Applet - Times Table Interactive <http://illuminations.nctm.org/ActivityDetail.aspx?ID=155> |
| NO CFA DATA ENTRY for August. |  |  | NO CFA FOR AUGUST |

**SEPTEMBER (20 days)**

**TOPIC 1 – NUMERATION**

**TOPIC 2 – ADDING AND SUBTRACTING WHOLE NUMBERS**

Topic 1 (8 days), Topic 2 (8 days), Common Formative Assessment/CFA & Differentiation (4 days)

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| COMMON CORE STANDARD | ENVISION LESSON | SUGG.  NUMBER OF DAYS | NOTES |
| **Number & Operations in Base Ten: Understand the Place Value System.** 5.NBT.3.  Read, write, and compare decimals to thousandths. | **Topic 1**  1-3 Decimals: Decimal Place Value | 2 | Focus on tenths, hundredths and thousandths.  Emphasize relationship between tenths and dimes, hundredths and pennies.  Problem set in this lesson exceeds the Common Core  UEN Lesson - Patterns with decimals <http://www.uen.org/Lessonplan/preview.cgi?LPid=6165> |
| **Number & Operations in Base Ten: Understand the Place Value System.** 5.NBT.3. | 1-4 Decimals: Comparing and Ordering Decimals | 2 | Combine with Lesson 1-3.  Focus on tenths, hundredths and thousandths.  Emphasize relationship between tenths and dimes, hundredths and pennies. |
| **Number & Operations in Base Ten: Understand the Place Value System.** 5.NBT.2.  Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplies or divides by a power of 10.  Use whole-number exponent to denote powers of 10. | **\*6th Grade** 1-1: Number: Place Value | 1 | \*6th grade envision Topic 1 needed |
| **Number & Operations in Base Ten: Understand the Place Value System.** 5.NBT.2. | **\*6th Grade** 1-3: Number: Exponents and Place Value | 1 | \*6th grade envision Topic 1 needed |
| **Number & Operations in Base Ten: Understand the Place Value System.** 5.NBT.2. | **\*6th Grade** 1-4: Number: Decimal Place Value | 1 | \*6th grade enVision Topic 1 needed |
| **Number & Operations in Base Ten: Understand the Place Value System.** 5.NBT.2. | **\*6th Grade** 1-5: Number: Multiplying and Dividing by 10, 100, and 1,000 | 1 | \*6th grade enVision Topic 1 needed  UEN Lesson - Rice and More Rice <http://www.uen.org/Lessonplan/preview.cgi?LPid=21552> |
| Differentiation Days | Reteach or extend as needed | 2 | Days for reteaching/differentiating either before or after testing. |
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| **Number & Operations in Base Ten: Understand the Place Value System.** 5.NBT.4. Use place value understanding to round decimals to any place. | **Topic 2**  2-2 Number Sense: Rounding Whole Numbers and Decimals | 2 | Common Core calls for rounding decimals to any place value.  (Can supplement with 4th grade lesson 13-1.) |
| **Number & Operations in Base Ten: Understand the Place Value System.** 5.NBT.7. Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. | 2-5 Number: Adding and Subtracting 2-6 Decimals: Adding Decimals 2-7 Decimals: Subtracting Decimals | 6 | Tier 2: May need to reteach multi-digit addition and subtraction |
| Differentiation Days | Reteach or extend as needed | 2 | Days for reteaching/differentiating either before or after testing. |
| M-CBM TESTING WINDOW  (M-COMP & M-CAP) |  |  | SEPTEMBER 7th – 24th |
| CFA TESTING WINDOW |  |  | September 27th – October 8th |
| DATA ENTRY DUE DATE |  |  | October 8th |

**OCTOBER (17 days)**

**TOPIC 3 – MULTIPLYING WHOLE NUMBERS**

**TOPIC 4 – DIVIDING BY 1-DIGIT DIVISORS**

Topic 3 (11 days), Topic 4 (3 days), Common Formative Assessment/CFA & Differentiation (3 days)

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| COMMON CORE STANDARD | ENVISION LESSON | SUGG.  NUMBER OF DAYS | NOTES |
| **Number & Operations in Base Ten: Understand the Place Value System.** 5.NBT.6. Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division.  Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. | 3-1 Multiplication: Multiplication Properties | 1 | UEN Lesson - Multiplication Properties <http://www.uen.org/Lessonplan/preview.cgi?LPid=21642> |
| **Number & Operations in Base Ten: Understand the Place Value System.** 5.NBT.5. Fluently multiply multi-digit whole numbers using the standard algorithm. | 3-4 Multiplication: Multiplying by 1-Digit Numbers | 1 |  |
| **Operations and Algebraic Thinking:** **Write and Interpret Numerical expressions.** 5.OA.1 Use parenthesis, brackets, or braces in numerical expressions, and evaluate expressions with these symbols. | 3-4 Algebra Connection (Simplifying Numerical Expressions) | 2 | Teach [brackets] and {braces} in addition to (parentheses).  Representing Patterns and Evaluating Expressions <http://www.uen.org/Lessonplan/preview.cgi?LPid=23495> Order of Operation Bingo <http://illuminations.nctm.org/LessonDetail.aspx?ID=L730> |
| **Number & Operations in Base Ten: Understand the Place Value System.** 5.NBT.5. | 3-5 Multiplication: Multiplying 2-Digit by 2-Digit Numbers | 3 | Use more time to provide for depth of understanding, use of multiple representations, and strategy developing.  UEN Lesson - Multiplication Strategy Review <http://www.uen.org/Lessonplan/preview.cgi?LPid=6151> |
| **Number & Operations in Base Ten: Understand the Place Value System.** 5.NBT.5. | 3-6 Multiplication: Multiplying Greater Numbers | 3 | Use more time to provide for depth of understanding, use of multiple representations, and strategy developing. |
| Differentiation Days | Reteach or extend as needed | 1 | Days for reteaching/differentiating either before or after testing. |
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| 5.NBT.6 | 4-1 Division: Dividing Multiples of 10 and 100 | 1 |  |
| 5.NBT.6 | 4-4 Division: Connecting Models and Symbols | 2 | UEN Lesson - Partial quotient <http://www.uen.org/Lessonplan/preview.cgi?LPid=6154>  UEN Lesson - Mystery Dinner <http://www.uen.org/Lessonplan/preview.cgi?LPid=21553> |
| Differentiation Days | Reteach or extend as needed | 2 | Days for reteaching/differentiating either before or after testing. |
| CFA TESTING WINDOW |  |  | October 25th – November 4th |
| DATA ENTRY DUE DATE |  |  | November 4th |

**NOVEMBER (16 days)**

**TOPIC 4 – DIVIDING BY 1-DIGIT DIVISORS**

**TOPIC 5– DIVIDING BY 2-DIGIT DIVISORS**

Topic 4 (4 days), Topic 5 (8 days), Common Formative Assessment/CFA & Differentiation (4 days)

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| COMMON CORE STANDARD | ENVISION LESSON | SUGG.  NUMBER OF DAYS | NOTES |
| 5.NBT.6 | **Topic 4**  4-5 Division: Dividing by 1-Digit Divisors | 1 | UEN Lesson - Divisibility Rules http://www.uen.org/Lessonplan/preview.cgi?LPid=18907 |
| 5.NBT.6 | 4-6 Division: Zeros in the Quotient | 2 |  |
| 5.OA.3 | 4-7 Algebra Connect: Find a Rule | 1 |  |
| Differentiation Days | Reteach or extend as needed | 2 | Days for reteaching/differentiating either before or after testing. |
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| 5.NBT.6 | **Topic 5**  5-1 Division: Using Patterns to Divide | 1 |  |
| 5.NBT.6 | 5-4 Division: Dividing by Multiples of 10 | 1 |  |
| 5.NBT.6 | 5-5 Division: 1-Digit Quotients | 2 |  |
| 5.OA.3 | 5-5 Algebra Connect. (Completing Tables) | 1 |  |
| 5.NBT.6 | 5-6 Division: 2-Digit Quotients | 2 |  |
| Differentiation Days | Reteach or extend as needed | 2 | Days for reteaching/differentiating either before or after testing. |
| CFA TESTING WINDOW |  |  | November 29th – December 10th |
| DATA ENTRY DUE DATE |  |  | December 10th |

**DECEMBER (13 days)**

**TOPIC 6 – VARIABLES AND EXPRESSIONS**

Topic 6 (11 days), Common Formative Assessment/CFA & Differentiation (2 days)

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| COMMON CORE STANDARD | ENVISION LESSON | SUGG.  NUMBER OF DAYS | NOTES |
| 5.OA.1 5.OA.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.  *For example, express the calculation "add 8 and 7, and then multiply by 2" as 2 x (8 + 7).  Recognize that 3 x (18932 + 921) is three times as large as 18932 + 921, without having to calculate the indicated sum or product.* | **Topic 6**  6-1 Variables and Expressions 6-2 Patterns and Expressions 6-3 More Patterns and Expressions 6-4 Distributive Property 6-5 Order of Operations **9-1** Properties and Equations | 7 | Properties <http://www.uen.org/Lessonplan/preview.cgi?LPid=23377> |
| **Analyze Patterns and relationships:** 5.OA.3 Generate two numerical patterns using two rules.  Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered parts on a coordinate plane. *For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.* | 6-2 Patterns and Expressions 6-3 More Patterns and Expressions **16-5** Make a table and look for a pattern | 4 | What's My Function <http://www.uen.org/Lessonplan/preview.cgi?LPid=6160>  Eye Spy a Pattern <http://www.uen.org/Lessonplan/preview.cgi?LPid=15236> Chairs Around the Table <http://illuminations.nctm.org/LessonDetail.aspx?id=L627> |
| Differentiation Days | Reteach/Extend as needed | 2 | Days for reteaching/differentiating either before or after testing. |
| CFA TESTING WINDOW |  |  | January 3rd – January 14th |
| DATA ENTRY DUE DATE |  |  | January 14th |

**JANUARY (19 days)**

**TOPIC 7 – MULTIPLYING AND DIVIDING DECIMALS**

**TOPIC 8 – SHAPES**

**TOPIC 9 – FRACTIONS AND DECIMALS**

Topic 7 (12 days), Topic 8 (3 days), Topic 9 (1 day), Common Formative Assessment/CFA & Differentiation (3 days)

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| COMMON CORE STANDARD | ENVISION LESSON | SUGG.  NUMBER OF DAYS | NOTES |
| 5.NBT.7 | **Topic 7**  7-1 Decimals: Multiplying Decimals by 10, 100, or 1000 | 2 |  |
| 5.NBT.7 | 7-2 Decimals: Multiplying a Decimal by a Whole Number | 2 |  |
| 5.NBT.7 | 7-4 Decimals: Multiplying Two Decimals | 2 |  |
| 5.NBT.7 | 7-5 Decimals: Dividing Decimals by 10, 100, or 1000. | 2 |  |
| 5.NBT.7 | 7-6 Decimals: Dividing a Decimal by a Whole Number | 2 |  |
| 5.NBT.7 | 7-8 Decimals: Dividing a Decimal by a Decimal | 2 |  |
| Differentiation Days | Reteach or extend as needed | 1 | Days for reteaching/differentiating either before or after testing. |
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| **Geometry:** **Classify two-dimensional figures into categories based on their properties.** 5.G.3. Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category.  *For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.*  5.G.4. Classify two-dimensional figures in a hierarchy based on properties. | **Topic 8**   8-3 Polygons 8-4 Triangles 8-5 Quadrilaterals | 3 |  |
| 5.OA.2 | **Topic 9**  9-1 Properties and Equations | 1 |  |
| Differentiation Days | Reteach or extend as needed | 2 | Days for reteaching/differentiating either before or after testing. |
| M-CBM TESTING WINDOW  (M-COMP & M-CAP) |  |  | January 10th – January 28th |
| CFA TESTING WINDOW |  |  | January 24th – February 4th |
| DATA ENTRY DUE DATE |  |  | February 4th |

**FEBRUARY (18 days)**

**TOPIC 9 – FRACTIONS AND DECIMALS**

**TOPIC 10 – UNDERSTANDING FRACTIONS**

Topic 9 (7 days), Topic 10 (9 days), Common Formative Assessment/CFA & Differentiation (2 days)

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| COMMON CORE STANDARD | ENVISION LESSON | SUGG.  NUMBER OF DAYS | NOTES |
| **Number and Operations-Fractions Apply and extend previous understandings of multiplication and division to multiply and divide fractions.** 5.NF.3 Interpret a fraction as division of the numerator by the denominator (a/b = a ÷ b). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. For example, interpret 3/4 as the result of dividing 3 by 4, noting that 3/4 multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size 3/4. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie? | **Topic 9**  9.2 Fractions and Division 9.3 Mixed Numbers and Improper Fractions  **\*Grade 6** 6.1 Fractions and Division | 3 | \* 6th grade Topic 6.1 is needed |
| **Number and Operations-Fractions Use Equivalent fractions as a strategy to add and subtract** 5.NF.1.   Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators: For example, 2/3 + 5/4 =8/12 + 15/12 = 23/12. (In general, a/b + c/d = (ad + bc)/bd.) | 9.4 Equivalent Fractions  **\*Grade 6** 5.5 Equivalent Fractions | 2 | \* 6th grade Topic 5.5 is needed  Investigating Equivalent Fractions <http://illuminations.nctm.org/LessonDetail.aspx?ID=L543> |
| 5.NBT.3 | 9-8 Number: Tenths and Hundredths | 1 |  |
| 5.NBT.3 | 9-9 Number: Thousandths | 1 |  |
| Differentiation Days | Reteach or extend as needed | 1 | Days for reteaching/differentiating either before or after testing. |
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| 5.NF.1. | **Topic 10**  10.3 Adding Fractions with Unlike  Denominators 10.4 Subtracting Fractions with Unlike Denominators  **\*6th grade** 7.3 Adding and Subtracting: Unlike Denominators | 3 | \* 6th grade Topic 7.3 is needed |
| 5.NF.1. | 10.5 Adding Mixed Numbers  **\*6th grade** 7.5 Adding Mixed Numbers  10.6 Subtracting Mixed Numbers  **\*6th grade** 7.6 Subtracting Mixed Numbers | 4 | \* 6th grade Topic 7.5 & 7.6 is needed |
| 5.NF.2 Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result 2/5 + 1/2 = 3/7, by observing that 3/7 < 1/2. | **\*6th grade** 7.4 Estimating Sums and Differences of Mixed Numbers  10.7 Problem Solving Try, Check, and Revise | 2 | \* 6th grade Topic 7.4 is needed |
| Differentiation Days | Reteach or extend as needed | 1 | Days for reteaching/differentiating either before or after testing. |
| CFA TESTING WINDOW |  |  | February 21st – March 4th |
| DATA ENTRY DUE DATE |  |  | March 4th |

**MARCH (20 days)**

**TOPIC 11 – MULTIPLYING FRACTIONS AND MIXED NUMBERS**

**TOPIC 12 – PERIMETER AND AREA**

Topic 11 (9 days), Topic 12 (3 days), Common Formative Assessment/CFA & Differentiation (8 days)

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| COMMON CORE STANDARD | ENVISION LESSON | SUGG.  NUMBER OF DAYS | NOTES |
| **5.NF Number and Operations-Fractions Use Equivalent fractions as a strategy to add and subtract**  5.NF.3  5.NF.4 Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.  a. Interpret the product (a/b) × q as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations a × q ÷ b. For example, use a visual fraction model to show (2/3) × 4 = 8/3, and create a story context for this equation. Do the same with (2/3) × (4/5) = 8/15. (In general, (a/b) × (c/d) = ac/bd.) | **Topic 11**  11.1 Multiplying Fractions and Whole Numbers  **\*6th grade** 8.1 Multiplying a Fraction and a Whole Number | 2 | \* 6th grade Topic 8 will be needed |
| 5.NF5. Interpret multiplication as scaling (resizing), by: a. Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication. | **\*6th grade** 8.2 Estimating Products | 1 | \* 6th grade Topic 8 will be needed |
| 5.NF.3  5.NF.4 | 11.2 Multiplying Two Fractions  **\*6th grade** 8.3 Multiplying Fractions | 2 | \* 6th grade Topic 8 will be needed |
| 5.NF.6 Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.  5.NF5. Interpret multiplication as scaling (resizing), by: b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence  a/b =(n×a)(n×b) to the effect of multiplying a/b by 1. | 11.3 Multiplying Mixed Numbers  **\*6th grade** 8.4 Multiplying Mixed Numbers | 2 | \* 6th grade Topic 8 will be needed |
| 5.NF.7 Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. *(Students able to multiply fractions in general can develop strategies to divide fractions in general, by reasoning about the relationship between multiplication and division. But division of a fraction by a fraction is not a requirement at this grade.)* | 11.4 Relating Division to Multiplication to Fractions | 1 |  |
| 5.NF.7 | 11.5 Problem Solving | 1 |  |
| Differentiation Days | Reteach or extend as needed | 4 | Days for reteaching/differentiating either before or after testing. |
| 5.NF.4 Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.  b. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas. | **Topic 12**  **12.4** Measurement: Area of Squares and Rectangles  **\*6th grade** 8.5 Multiple-Step Problems  **\*6th grade** 17.2 Measurement: Area of Rectangles and Irregular Shapes ^ | 3 | \* 6th grade Topic 8 will be needed  \* 6th grade Topic 17 will be needed  ^ Teach only problems calculating area of *rectangular irregular shapes* |
| Differentiation Days | Reteach or extend as needed | 4 | Days for reteaching/differentiating either before or after testing. |
| CFA TESTING WINDOW |  |  | March 28th – April 8th |
| DATA ENTRY DUE DATE |  |  | April 8th |

**APRIL (16 days)**

**TOPIC 13 – SOLIDS**

**TOPIC 14 – MEASUREMENT UNITS, TIME, AND TEMPERATURE**

Topic 13 (7 days), Topic 14 (3 days), Common Formative Assessment/CFA & Differentiation (6 days)

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| COMMON CORE STANDARD | ENVISION LESSON | SUGG.  NUMBER OF DAYS | NOTES |
| **Measurement and Data:** **Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.** 5.M&D.3 Recognize volume as an attribute of solid figures and understand concepts of volume measurement. | **Topic 13**  Lesson 13-1 Solids Lesson 13-4 Views of Solids | 2 | These lessons are critical as a foundation.  Be sure to include all appropriate vocabulary.  Construct a Solid <http://illuminations.nctm.org/LessonDetail.aspx?ID=L409> |
| 5.M&D.4 Measure volumes by counting unit cubes, using cubic cm, cubic in., cubic ft., and improvised units  a. A cube with side length 1 unit, called a "unit cube" is said to have "one cubic unit" of volume, and can be used to measure volume.  b. A solid figure that can be packed without gaps or overlaps using *n* unit cubes is said to have a volume of *n* units. | Lesson 13-5 Measurement: Volume | 2 | Additional hands-on learning tasks:  Finding Surface Area and Volume <http://illuminations.nctm.org/LessonDetail.aspx?ID=L609> Are They Possible? <http://illuminations.nctm.org/LessonDetail.aspx?ID=L613> |
| 5.M&D.5 Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.   a. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base.  Represent threefold whole-number products as volumes, e.g. to represent the associative property of multiplication.   b. Apply the formulas *V = l x w x h and V= b x h for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.* |  | 2 | Needs additional materials  Linking Length, Perimeter, Area, and Volume <http://illuminations.nctm.org/LessonDetail.aspx?ID=L261> |
| 5.M&D.5c Recognize volume as additive.  Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts and applying this technique to solve real world problems | Lesson 13-6 Geometry: Irregular Shapes and Solids | 1 |  |
| Differentiation Days | Reteach or extend as needed | 3 | Days for reteaching/differentiating either before or after testing. |
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| **Convert like measurement units within a given measurement system.** 5.M&D.1 Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m) and use these conversions in solving multi-step, real world problems. | **Topic 14**  Lesson 14-1 - Customary Units of             Capacity Lesson 14-2 - Metric Units of Capacity | 2 | Volume with cubes <http://illuminations.nctm.org/ActivityDetail.aspx?ID=6> |
| 5.M&D.2 Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Use operations on fractions for this grade to solve problems involving information presented in line plots.  *For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.* | No specific lesson. | 1 | See Teacher's Notes on Lesson 9-2.  This was taught earlier in the year. |
| Differentiation Days | Reteach or extend as needed | 3 | Days for reteaching/differentiating either before or after testing. |
| CFA TESTING WINDOW |  |  | April 25th – May 6th |
| DATA ENTRY DUE DATE |  |  | May 6th |

**MAY (21 days)**

**TOPIC 17 – EQUATIONS AND GRAPHS**

**TOPIC 15 – SOLVING AND WRITING EQUATIONS AND INEQUALITIES**

**TOPIC 13 - SOLIDS**

Topic 17 (6 days), Topic 17 (5 days), Topic 13 (2 days), Common Formative Assessment/CFA & Differentiation (7 days)

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| COMMON CORE STANDARD | ENVISION LESSON | SUGG.  NUMBER OF DAYS | NOTES |
| **Geometry:** **Graph points on the coordinate plane to solve real-world and mathematical problems.** 5.G.1 Use a pair of perpendicular number lines, called axis, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates.  Understand that the first number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinate correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate). 5.OA.3 5.G.2 Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation. | **Topic 17** Topic Opener 17-1 Understanding Integers 17-2 Ordered Pairs   17-3 Distances on Number Lines and the Coordinate Plane  17-4 Graphing Equations | 6 | 5th grade topic 17 covers above and beyond the common core this will help prepare students for 6th grade.  This topic covers all four quadrants.   Extend with real world problems.  Additional Resources:  Getting to the Point <http://www.uen.org/Lessonplan/preview.cgi?LPid=18994>  Mountain Rescue Mission <http://www.uen.org/Lessonplan/preview.cgi?LPid=6168> |
| Differentiation Days | Reteach or extend as needed | 3 | Days for reteaching/differentiating either before or after testing. |
|  |  |  |  |
| **6.EE Expressions and Equations:** **Reason about and solve one-variable equations and inequalities** 6.EE.5 Understand solving an equation or inequality as a process of answering:  which values from a specified set, if any, make the equation or inequality true?  Use substitutions to determine whether a given number in a specified set makes an equation or inequality true. | **Topic 15** 15-3 Inequalities and the Number line 15-5 Draw a picture and write an equation. • Algebra connection - Solution pairs.  Pg. 389 | 3 | Preparation for 6th grade Algebra core domains. |
| 6.EE.7 Solve real-world and mathematical problems by writing and solving equations of the form x + p =q and px=q for cases in which p,q and x are all nonnegative rational numbers. | 15-1 Solving addition and subtraction equations. 15-2 Solving Multiplication and division equations | 2 | Preparation for 6th grade Algebra core domains. |
| **Geometry** 6.G.4 Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures.  Apply these techniques in the context of solving real-world and mathematical problems. | **Topic 13**  Lesson 13-2 Relating Shapes and Solids Lesson 13-3 Surface Area | 2 | Preparation for 6th Grade Geometry Core Domain  Cube Nets  <http://illuminations.nctm.org/ActivityDetail.aspx?ID=84>  <http://illuminations.nctm.org/LessonDetail.aspx?ID=L410>  <http://illuminations.nctm.org/LessonDetail.aspx?ID=L407> |
| Differentiation Days | Reteach or extend as needed | 4 | Days for reteaching/differentiating either before or after testing. |
| M-CBM TESTING WINDOW  (M-COMP & M-CAP) |  |  | May 9th – May 27th |
| CFA TESTING WINDOW |  |  | May 25th – June 8th |
| DATA ENTRY DUE DATE |  |  | June 8th |